Patterson High School

Teacher: Megan Nichols Lesson Date: Wed. April 11th

Subject: American Government Unit Title: Domestic Policy

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)* | | **Agenda:** *(What is the snapshot of my class flow?)*   1. **Do-now, news** 2. **Introduction to policy unit + opinionaire** 3. **Purpose of an education, history of education** 4. **Notes: NCLB and current education progress** 5. **Evidence review** 6. **Reflection and closing** | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will be able to explain current educational policy in the United States and evaluate the policy’s effectiveness by (see above agenda)  Key points:   1. Education is a shared responsibility between city, state and the national government 2. The design and purpose of education has changed dramatically over the last 100 years, but the US still is concerned that it is falling behind other countries 3. The No Child Left Behind Act was implemented in the last decade to assist disadvantaged students and was intended to hold schools accountable to helping students achieve at higher levels 4. Americans have many different views on how education should be and educational policy | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will complete the education section of the policy unit opinionaire (see attached), only filling in the section on education. Teacher will narrate and repeat directions posted on board. | | * Opinionaire |
| 15 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will explain that we are entering unit on policy; finally connecting how all the branches are actually working together and giving us a chance to evaluate the government’s effectiveness and pose solutions. The assessment for this unit will be an essay in which students will write their own policy (law) in response to one of the several topics we will be covering; in order to get engaged in this the first thing we are going to do today is take a survey to see how much we understand about education already and to see where our opinions are at the beginning, middle and end of this unit. (2 mins)  Students will silently and independently take survey (5 mins); teacher will play music and narrate on task behavior. Students lead share out upon completion (students call on other students until everyone has shared something; can raise hand and add in as we go but everyone must speak at some point—5 mins)  **5 minutes news recap!** Teacher will review daily news stories and facilitate discussion; introduce weekly news quiz as part of weekly assessment. Students can take notes if needed, but not required. (5 mins + discussion) | |  |
| 15 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will ask students to share what is the purpose of an education in a **free-write** and then to share out with the class. Teacher will record ideas on chart paper and then ask students to look for evidence of what they think the purpose of an education should be while she gives a quick lecture on the history of education and current US education policy. (see attached PP slides)   1. History 2. Policy | |  |
| 25 mins | **Practice in pairs/groups:** (”We do”/guided practice/teacher involved.)  Students will participate in an evidence analysis in which they work in pairs to view and evaluate the current state of education in the United States on a graphic organizer. (see attached GO + evidence). | |  |
| 12 mins | **Independent practice:**  Teacher will model and transition to interactive homework and reflection assignement (due Friday). Students should first complete their own reflection in class and then must interview 2 other people, one students and one adult, about their own perception on education. Share out when finished. | |  |
| **5 mins** | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  students will answer one of the following 3 prompts on a post-it note: (students will record name, # of question and answer and post on board)   1. What is one solution you could propose to improve education in the United States? 2. What is something you learned about education and the government that you didn’t know before? 3. What is a question you have about the relationship between the government and your education? | |  |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  See attached homework | |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  PP slides, post it notes, opinionaire, homework, video clip, new seating chart, evidence + GO |
| **Notes:** |